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ABSTRACT

This article presents an overview and analysis of the newly approved Tennessee early childhood teacher licensure standards. An introductory section provides background information on educational trends involved in efforts to revise state standards for licensing teachers. The general structure of the license is presented and four distinguishing characteristics are discussed. They are: (1) increased emphasis on the development of children from conception through their eighth year; (2) strong emphasis on family and community involvement; (3) pervasive emphasis on teacher knowledge and skills related to observation and assessment of children; and (4) the integration of teacher communication, assessment, and parent relation skills. The major part of the document consists of the official public statements setting forth Tennessee's early childhood education teacher licensure standards and related guidelines, both of which are appended. Standards concern licensure and teacher competencies regarding general, professional, and early childhood education in the areas of human growth, development, and learning; family and community involvement; the planning and facilitating of development; communication and language arts; reading; mathematics; social studies and history; science; foreign language; health and safety; physical education; and arts education. (RH)

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On the Leading Edge: Tennessee's New Early Childhood Teacher Licensure Standards

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On the Leading Edge: Tennessee's New Early Childhood Teacher Licensure Standards

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During the eighties Americans have witnessed a phenomenal increase in early childhood programs including early childhood special education programs, kindergarten education in all states, expansion of child care services for infants and toddlers as well as for preschoolers, private preschools, intervention programs for young children deemed at risk for school failure, and special public school programs for children before kindergarten. Increasingly, there is awareness and recognition that the early primary grades are a unique and integral part of a child's total school experience (NASBE, 1988).

In recognition of the increased need for qualified early childhood teachers, professional organizations including the National Association for the Education of Young Children, the Association of Teacher Educators, the Association for Childhood Education International, and the American Association of Colleges for Teacher Education, and the National Association of State Boards of Education have published or are developing policy positions regarding standards for early childhood teacher education and teacher licensure. These early childhood policy documents reveal trends toward a more integrated model of early childhood curriculum; toward a greater recognition of the critical nature of play in the early childhood classroom; toward a greater concern for the child's overall development, instead of a narrower focus on academic skill acquisition; and toward a more family centered perspective on the relationship between school and parents. These trends reflect a changing view of early childhood teacher's roles, and the knowledge, skills, and dispositions necessary to perform those roles.

Recognizing the importance of these trends, and as part of an overall revision of all state teacher licensure standards, the Tennessee State Board of Education recently approved a new teacher license for early childhood education (grades PreK-3) for teachers who work with children from birth through age eight (see Appendix). The specific early childhood teacher endorsement standards were developed by a broad based State Board of Education ad hoc sub-committee that included kindergarten, primary, and elementary school teachers, school principals, early childhood supervisors and curriculum coordinators, school superintendents, child development specialists, reading specialists, special education coordinators, and college and university early childhood teacher educators. Hearings on proposed standards were held and the committee produced a number of revisions before the final document was approved in May, 1990.

The Tennessee State Board of Education has approved early childhood teacher licensure standards that recognize and account for the changing view of early childhood education. The new license puts Tennessee in the vanguard of the field with four other states who now license teachers to work with children from birth through age eight. The new license places special emphasis on knowledge of human development, an early childhood teacher variable known to affect child outcomes. The new standards will require early childhood teachers to be more child centered in the plans and activities they use to support child growth, development and learning. Early childhood teachers endorsed under the new standards will be more family centered and less school centered in relations with parents. These teachers will be much more knowledgeable about child observation and assessment, and will be expected to make professional judgments about the utility and appropriateness of evaluation procedures. The new early childhood teacher licensure standards reflect a national trend toward a more integrated view of early childhood curriculum and instruction.

The balance of this article presents an overview and analysis of the newly approved Tennessee early childhood teacher licensure standards. The general structure of the license is presented and then four distinguishing

characteristics are identified and discussed. Where appropriate, the early childhood endorsement standards will be contrasted with the K-8 elementary teacher endorsement standards.

Overview of the Standards

The new Tennessee early childhood education (grades PreK-3) licensure standards are designed to endorse teachers for work in programs serving children from birth through age eight. Future early childhood teacher education programs in Tennessee will now be shaped by 90 goal statements detailing the knowledge, skills, and dispositions expected of a teacher seeking initial licensure. These goal statements or standards are organized into eleven broad categories: human growth, development, and learning; family and community involvement; planning and facilitating development; communication and language arts; reading; mathematics; social studies/history; science; health and safety; physical education; and arts education. Four characteristics clearly distinguish the newly approved early childhood teacher licensure standards from other Tennessee teacher licenses.

Unique Characteristics of the Standards

First, the standards contain increased emphasis on child development, in this case development of young children from conception through eight years. The human growth, development and learning standards are in harmony with the national trend toward more developmentally appropriate practice in early childhood education(Bredekamp, 1987), that is, the application of child development knowledge to program practices. In fact, this specific terminology is employed in eight standard statements and clearly implied in a number of others. The application of child development knowledge to program practices is integrated with at least twelve related standard statements in six different categories that address the teacher's knowledge and ability to observe and assess young children's behavior, learning, and development. A strong emphasis on knowledge of

development, growth, and learning of young children from birth through age eight is a clear foundation and hallmark of the new Tennessee early childhood teacher licensure standards.

The strong emphasis on knowledge of child development that is built into the early childhood license is not found in the K-8 elementary education teacher licensure standards. The elementary license human growth, development, and learning category contains fewer (n=8) standard statements and unlike the early childhood standards, does not address teacher knowledge and skills regarding the factors influencing child development, the role of play in child development, diagnosis and evaluation of individual child needs, the limitations and utility of screening tests, and understanding of child assessments and ability to interpret their results.

Second, and one of the most striking features of the the Tennessee early childhood teacher license, is the strong emphasis on applying knowledge of the young child's development, growth, and learning in relation to the family and community. Family and community involvement comprise a unique category containing 14 standard statements. Moreover, standards regarding families and parents are also integrated within other categories. There is a related emphasis on knowledge of multi-cultural families, and communication with families about the young child's life in school. As was the case with child development, teacher knowledge and skills related to parents, family, and community is also a central feature of the new Tennessee early childhood teacher licensure standards.

Tennessee's elementary and the early childhood teacher licensure standards illustrate vastly different perspectives on what teachers should know about and be able to do in order to work effectively with families. The elementary license contains only one reference to *parents*: part of one standard statement that requires, in addition to three other topics, that teachers have an understanding of parental influence on a child's socio-emotional development. No other standards address this vital area; in fact, the words *family*, *home,* and *community* do not even appear in the elementary teacher licensure standards.

In contrast, the early childhood teacher licensure standards include eleven standards specifying a broad range of necessary teacher knowledge, skills, and attitudes about working with children's parents, their homes and their communities. Under these standards early childhood teachers are expected to be articulate advocates and interpreters of developmentally appropriate education programs for young children. They will have a working knowledge of community services for young children and their families, and will see themselves as but one member of a professional team. They will have strong theoretical and practical knowledge of families and the roles played by families and schools. They will understand cross cultural family patterns, and will be able to use this knowledge to exchange information with family members about the child's experiences at home and school.

Third, the Tennessee early childhood teacher licensure standards contain a pervasive emphasis on teacher knowledge and skills related to observation and assessment of children. This emphasis is expressed through twelve standard statements distributed across six categories. These standards specify new teacher roles and expectations for assessing children's growth, development, and learning. Early childhood teachers licensed under the new standards must be able to observe, record, assess, and interpret children's growth, development, and learning. Moreover, they will be expected to have the knowledge and ability to make judgments about the appropriateness and utility of different evaluation procedures and instruments. These new early childhood teachers will be expected to take a family centered rather than a teacher centered approach to child assessment and goal setting. The new early childhood teachers will understand that the primary purpose of observation and assessment is for the purpose of planning developmentally appropriate programs for young children. Assessment in subject matter areas is conducted for the purpose of individualizing instruction. Moreover, early childhood teachers are expected to be able to

participate and assist in family centered assessments in order to develop and implement an Individualized Family Service Plan or an Individualized Educational Program for young children with special educational needs.

The Tennessee early childhood teacher license's expansive perspective on necessary teacher knowledge and skills regarding assessment is in step with the current national trend; however it stands in stark contrast to that of the K-8 elementary teacher licensure standards. The elementary license includes only two standards that directly address teacher knowledge and skills of assessment. These require that K-8 elementary school teachers need only have the ability to observe human behavior and assess student readiness and achievement in reading.

A fourth characteristic of the Tennessee early childhood teacher licensure standards is the expanded and explicit professional communication role teachers of young children must assume. Early childhood teachers licensed under the new standards will be able to articulate the special nature and needs of young children and programs that serve them, and will be able to advocate necessary support from parents, professional colleagues, and members of the local community. The early childhood license integrates teacher communication, assessment, and parent relation skills in several standards. In contrast, the K-8 elementary endorsement standards do not address teacher communication beyond the professional education core required of all prospective early childhood, elementary, and secondary teachers.

In summary, adoption of these birth through age eight early childhood teacher licensure standards places Tennessee on the leading edge of state early childhood certification reform efforts. The Tennessee standards employ the unique characteristics and needs of children birth to age eight as a primary knowledge base, and have recognized that this requires a free-standing certification that is distinctive from an elementary endorsement. The Tennessee early childhood standards are well grounded in the knowledge base about young children and their education, and they give clear recognition to the essential developmental and educational

characteristics of programs for young children. While the Tennessee standards could be less subject matter specific, integration of content is a common theme across several standard categories.

Since teacher preparation institutions often plan programs to meet state certification standards, adoption of these early childhood standards will require that early childhood teacher education programs be substantially different from programs that endorse teachers seeking K-8 elementary teacher licensure. For example, of the 90 standard statements that define the early childhood endorsement, 42 standards (47%) are not contained in the K-8 elementary endorsement. Thus, the State Board's adoption of the early childhood teacher licensure standards will define educational expectations for public and private early childhood teacher preparation programs in Tennessee. The 1990 adoption of early childhood teacher licensure standards will increase the chances that teachers will be prepared in accordance with high professional licensure standards, and will result in positive benefits for Tennessee's young children and their families.

References

Bredekamp, S. (1987). Developmentally appropriate practice for children birth to age 8, exp. ed. Washington, DC: National Association for the Education of Young Children.

National Association of State Boards of Education. (1988). Right from the start. Alexandria, VA: Author.

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TENNESSEE

EARLY CHILDHOOD EDUCATION

TEACHER LICENSURE STANDARDS

(PreK- 3)

Tennessee State Board of Education

May 25, 1990

LICENSURE

Teacher education programs, designed by institutions of higher education, will consist of three components: (1) a liberal arts component, as outlined in the section on general education; (2) a program of professional studies, as outlined in the section on professional education and as further amplified in the sections dealing with the various teaching areas; and (3) a program of study in the teaching area constituting a major.

The general education core curriculum will constitute approximately 50% of the 120 semester hours minimum course work required to complete the baccalaureate degree.

The major in the teaching area will constitute no more than 30% of the 120 semester hours minimum course work required to complete the baccalaureate degree.

Institutions of higher education, including colleges or departments of education and colleges of arts and sciences, have the responsibility to design effective liberal arts and teacher education programs for teacher candidates. The institutions, in accordance with their own governance procedures, will make decisions regarding organizing resources and designing teacher preparation programs to address the knowledge and skills outlined in this document. Teacher candidates will have adequate advisement in both education and the teaching field.

The knowledge and skills listed in each licensure section are broad goal statements regarding what is expected of a teacher seeking initial licensure; institutions of higher education will develop more specific competencies where appropriate.

All programs of teacher education, both undergraduate and graduate, and the institutions providing these programs must be approved by the State Board of Education. Such programs must ensure that candidates have opportunities to attain the knowledge and skills specified by the State Board of Education, have internship or student teaching experiences in accordance with guidelines established by the State Board of Education, and meet other standards, procedures, and guidelines established by the State Board of Education.

Teacher candidates seeking initial licensure must complete successfully any candidate assessment as provided by the State Board of Education and must be recommended by an institution of higher education with an approved program of teacher education.

GENERAL EDUCATION

Teacher education programs of study will include a liberal arts component to foster the personal intellectual development of the teacher candidate. The sequence of studies in general education will be well planned and broad enough to permit teacher candidates to develop the knowledge and skills essential to experiencing success, satisfaction, and intellectual growth in teaching and in life. All teacher candidates will demonstrate the following knowledge and skills:

I. Knowledge and Skills Pertaining to All Areas

A. Awareness of information sources, and the ability to integrate knowledge acquired from a variety of sources.

B. Ability to use basic problem solving skills such as identifying, defining, postulating and evaluating, planning and acting, and assessing results.

C. Ability to analyze and synthesize ideas, information, and data.

D. Awareness and understanding of cultural and individual diversity, and of humankind's shared environment, heritage, and responsibility.

E. Ability to understand and respect other points of view, both personal and cultural.

F. Understanding of one's own and others' ethics and values.

G. Understanding of the appropriate role of technology for gathering and communicating information.*

H. Awareness of the interdependence among fields of study.

*More specific knowledge and skills regarding data management, computer assisted instruction, and accessing information will be acquired in the professional education core and in the major.

II. Communication

A. Ability to send and receive messages, written and oral, in standard English; ability to communicate verbally and non-verbally.

B. Understanding of how non-verbal cues affect listening; as a speaker, the ability to use non-verbal cues in a positive way.

C. Ability to identify one's intended audience and to communicate effectively with it, when speaking or writing.

D. Awareness of diverse communication styles, abilities, and cultural differences.

III. Humanities and the Arts

A. Awareness of various means of creative expression, both within a given culture and across cultures or languages.

B. Understanding of how human ideals, values, and ethics can be examined and illuminated figuratively.

C. Awareness of the past and current relationships between creative expression and the societies from which they grow.

D. Ability to open oneself to creative expressions, to understand their basic premises, and to understand how creators and critics make informed qualitative judgments about them; ability to formulate such judgments oneself.

IV. Social Science and Culture

A. Understanding of how social scientists create, describe, disseminate, and refine new knowledge within their disciplines.

B. Ability to apply social science methods in appropriate situations.

C. Understanding of how governmental and social institutions interact with each other and with individuals.

D. Having an informed historical perspective, including an understanding of how one's own society developed and an awareness of how other societies developed.

E. Having an informed perspective on contemporary issues affecting society.

V. Science and Technology

A. Understanding of how scientists and technologists create, describe, disseminate, and refine new knowledge within their disciplines.

B. Ability to apply scientific methods in appropriate situations.

C. Understanding of the major ways that science and technology have affected humans and their world.

D. Understanding of the power and limitations of science and technology in a changing world; awareness of how societies, institutions, and individuals are responsible to see that technology is used ethically and appropriately.

E. Awareness of contemporary scientific and technological trends and implications for the future.

VI. Mathematical Concepts and Applications

A. Understanding of how algebraic, geometric, and arithmetic ideas are created, described, disseminated, and refined.

B. Ability to apply mathematical methods in appropriate situations, such as in science.

C. Ability to send, receive, and interpret information which is presented graphically and numerically.

D. Ability to apply mathematical techniques to solve real life problems.

Guidelines

I. The general education core curriculum will comprise approximately 50% of the 120 semester hours minimum course work required to complete the baccalaureate degree. The knowledge and skills will be embedded in the courses which comprise an institution's general education and elective requirements.

II. Some of the knowledge and skills specified for specific subject or grade level endorsements may be covered in courses that comprise the general education core.

III. Course work in the general education core will be at the appropriate (college) level and will build upon pre-college work that assumes the student has covered the academic skills and subjects described by The College Board and referenced in the Comprehensive Education Reform Act of 1984 (TCA 49-5-5023).

PROFESSIONAL EDUCATION

All prospective teachers will complete studies in professional education. Professional education is a lifelong undertaking that is initiated in college course work, refined in the field experiences, and enhanced during professional practice. The course work and related field and laboratory experiences will provide the prospective teacher the knowledge and skills to develop the following:

I. Communication

A. Ability to demonstrate consistently the communication skills of reading, writing, speaking, listening, and interpreting.

B. Ability to communicate in a clear and logical fashion with students.

C. Ability to develop rapport with students, express empathy, advise students, and assist students in solving problems.

D. Ability to communicate and work effectively with other professionals and para-professionals in planning to meet student needs.

E. Ability to communicate and work effectively with parents to elicit their cooperation in the education of their children.

F. Understanding of the dignity and worth of students from diverse cultural, social, ethnic, and racial backgrounds and students with handicapping conditions; ability to demonstrate that understanding.

II. Instruction

A. Understanding of human growth and development including cognitive, language, physical, emotional, and social development.

B. Ability to identify long range instructional goals and to sequence related short range instructional objectives appropriate for developmental level and subject area.

C. Ability to select, justify, and implement curricular content and instructional strategies appropriate to students needs; ability to plan for instruction including the development of units and

daily lessons; ability to use a variety of research-based instructional strategies.

D. Ability to use textbooks and other printed material effectively as instructional tools.

E. Ability to integrate resources effectively such as community resources, resource persons, audio/visual materials, and computers.

F. Ability to adapt instructional techniques to students of diverse cultural backgrounds and to students who have special learning needs.

G. Ability to recognize the needs of exceptional students and adapt curriculum, instruction, and materials; ability to interpret IEPs and follow through with indicated modifications.

H. Ability to correlate learning with real life experiences.

I. Ability to recognize students with problems and refer them to appropriate personnel for help.

J. Understanding of basic concepts of safety and physical and mental health; ability to recognize and deal with signs of emotional distress, physical abuse, substance abuse, and communicable diseases.

K. Ability to assist students in developing study, time management, and test taking skills.

L. Ability to manage class and laboratory time effectively, pace instruction, and organize and manage varied learning groups simultaneously.

M. Ability to create a classroom climate that fosters self discipline and cooperation; ability to use various techniques for classroom and student behavior management.

N. Understanding of formal and informal methods for evaluating student progress; ability to prepare and use developmental and age appropriate and varied means of assessment; and ability to apply the results in planning instruction.

O. Ability to interpret and communicate results of formal and informal student assessment to students, parents, other teachers, and administrators.

III. Professional

A. Understanding of the legal and ethical responsibilities of the profession.

B. Understanding of the influence of significant political, economic, and socio-cultural influences on American education.

C. Understanding of the school's operation with regard to structure, organization, and management.

D. Ability to evaluate current educational issues and trends in the light of historical and scientific understanding of educational thought and practice.

E. Ability to make professional judgments based upon student characteristics, curricular content, ethical principles, and educational research.

F. Ability to evaluate one's own teaching strategies and philosophy, and modify on the basis of self evaluation and the evaluation of others.

G. Awareness of research, publications, and professional organizations in education and the teaching field, and the need for continued professional growth.

IV. Computers and Technology

A. Understanding of the appropriate use of computers and other technology in instructional programming; ability to integrate the use of technology into the on-going instructional program; and ability to assist students in using technological devices.

B. Ability to use the computer for computer assisted instruction (e.g., problem solving, locating information, drill and practice, simulations, tutorials, and other learning experiences).

C. Understanding the use of the computer for management of school data (e.g., student enrollment, student performance, and grade reporting); ability to use the information generated.

V. Application of Subject Area Knowledge

A. Knowledge of the subject area in sufficient depth to be able to organize instruction and convey information clearly to students.

B. Knowledge of pedagogy appropriate to the teaching field.

C. Ability to analyze, synthesize, evaluate, and apply knowledge of subject area(s) in teaching.

Guidelines

I. Field experiences designed to introduce the prospective teacher to a variety of school settings, learners, and routine activities will be integrated as early as possible into course work taken prior to the internship or student teaching. Such field experiences will be well structured and have clearly articulated purposes.

II. These knowledge and skills will be introduced in course work in the professional education core and will be refined in the internship or student teaching experiences.

III. Knowledge and skills in the professional education core are common to all teaching areas; the application of the knowledge and skills to specific teaching areas will be embedded in the course work and related field experiences.

IV. Some of the knowledge and skills specified for specific subject or grade level endorsements may be covered in courses that comprise the professional education core.

V. Prospective teachers will be identified as early as possible in the college experience in order to facilitate socialization into the profession.

VI. Academic advisement concerning teaching as a career and the appropriate course selection for prospective teachers will be readily available.

EARLY CHILDHOOD EDUCATION (PreK-3)

Prospective teachers in early childhood education will be able to understand and apply knowledge of human growth and development of young children from birth through age eight; plan and develop appropriate developmental programs, environments, and teaching strategies in the prekindergarten, kindergarten and early elementary grades; and integrate knowledge across the educational program.

The early childhood teacher will demonstrate the following knowledge and skills:

I. Human Growth, Development, and Learning

A. Understanding of physical development of young children, including variable growth and behavioral patterns during prenatal, perinatal, infant, toddler, preschool, and the early primary years.

B. Understanding of cognitive development and that early experiences of children contribute to individual differences in cognitive development.

C. Understanding of communication, speech, and language development, both receptive and expressive, from birth through age eight.

D. Understanding of emotional, social, and value development including formation of identity and development of self esteem in the young child.

E. Understanding of the importance of play and of active involvement in sensory and motor development and their influence on later cognitive, perceptual, and language skills.

F. Understanding of biological and environmental factors which influence development and of exceptionalities in motor, sensory, cognitive, and psycho-social development in the young child.

G. Ability to observe and record human behavior and to identify patterns of growth and development for children birth through age eight.

H. Understanding of assessments of young children and ability to interpret results.

I. Ability to diagnose, evaluate, and interpret individual child needs, capabilities, and expressed interests.

J. Understanding of the utility and the limitations of screening tests administered to young children.

II. Family and Community Involvement

A. Ability to articulate a personal philosophy and to demonstrate interest and enthusiasm regarding the education of young children.

B. Ability to articulate the rationale for developmentally appropriate education programs for young children and community support for such programs.

C. Ability to articulate the concept of developmental delay and the rationale for early intervention services to children who are developmentally delayed or at risk of developmental delay.

D. Understanding of the role of related disciplines in service delivery to young children; ability to work as a member of a multidisciplinary team.

E. Knowledge of the services available to the family and the child which provide information, support and related services.

F. Ability to work with child and family service providers, both public and private, volunteers, and parents in the implementation of a coordinated educational program and related services

G. Ability to explain to parents the nature and normal sequence of child growth, development, and learning.

H. Understanding of the role of parents as primary care-givers and informal teachers of young children.

I. Understanding of the culture, values, and traditions of major racial and ethnic groups in America; ability to relate to parents and family members of children from various racial and ethnic groups and to involve them in the child's program.

J. Ability to assist children and their families in transition from home to community-based services, from infant/toddler to preschool services, and from preschool to school.

K. Knowledge of family systems theory; understanding of how the young child affects and is affected by parents, siblings, the extended family, and the community.

L. Ability to include families in evaluating the child's progress, identifying strengths and needs, and in setting goals.

M. Ability to report assessment results in a clear and supportive manner to family members and other appropriate professionals.

N. Knowledge of special education services for the young child including prevention, early intervention, integration into normal environments, and referral to specialized programs.

III. Planning and Facilitating Development

A. Ability to observe, record, and assess young children's behavior for the purpose of planning developmentally appropriate programs, environments, and teaching strategies.

B. Understanding of and ability to use theories of learning, development, and assessment in planning developmentally appropriate programs, environments, and teaching strategies.

C. Ability to identify and establish developmental goals and objectives appropriate to the development of young children.

D. Ability to develop and implement an integrated program and schedule which focuses on children's developmental needs.

E. Ability to foster learning through symbolic and dramatic play and to create a stimulating environment which provides opportunities for learning including the use of manipulatives, learning centers, and concrete experiences; ability to relate learning through play to real life experiences.

F. Ability to assist young children in thinking, solving problems, making decisions, and becoming independent learners through appropriate teaching methods including play, open-ended questioning, group discussion, problem solving, cooperative planning, and inquiry experiences.

G. Ability to demonstrate flexibility in dealing with the developmental changes of young children and to foster positive child/teacher relationships.

H. Ability to develop and provide varied opportunities for creativity and self-expression.

I. Ability to demonstrate individual and group guidance and social interaction skills which assist children in developing positive self esteem, self control, and constructive interaction with peers. Ability to create a positive learning climate by demonstrating confidence and enthusiasm in interactions with young children.

J. Ability to make adaptations to the schedule, teaching style, and guidance techniques to meet the individual differences of children in group settings.

K. Ability to work with colleagues in planning and implementing learning environments and integrated learning units.

L. Understanding of different approaches in educational program planning in early childhood settings; ability to apply and adapt them to meet the developmental needs of individual children.

M. Ability to provide opportunities in family awareness, career exploration, and community field trip activities which assist young children to establish personal identity.

N. Ability to integrate community, school, and technology resources effectively into the developmentally appropriate program for young children.

O. Ability to assess the child's environment by conducting classroom observations and home visits

P. Ability to participate and assist in family centered assessments and in the development and implementation of the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) for young children with handicaps.

Q. Ability to use developmentally appropriate learning strategies in a variety of service delivery settings including the home, center, preschool and school.

R. Ability to use appropriate procedures in caring for infants, toddlers, or young children.

S. Ability to organize, supervise, and manage staff and volunteers in implementing the educational program.

IV. Communication and Language Arts

A. Ability to identify and apply teaching skills that contribute to the development of effective literal, interpretive and critical thinking, listening, speaking, reading and writing.

B. Ability to assist young children to develop effective readiness for written communication, emphasizing the prewriting process, language mechanics, appropriate grammar, and legible handwriting.

C. Understanding of the stages of writing; ability to reinforce early writing experiences and integrate writing across the total program.

D. Ability to assist young children in effective speaking according to purpose, audience, and occasion; ability to assist young children develop group discussion skills.

E. Ability to identify and promote an appreciation of literature appropriate to young children; including English, American, world literature, and literature of various genres from a wide representation of authors and cultures appropriate to young children.

F. Ability to promote emerging cultural literacy as well as emerging functional literacy of young children.

V. Reading

A. Understanding of oral and written language development and its importance for reading development from the child's earliest use of language through formal independent reading.

B. Understanding of the role of listening, comprehension, and pre-writing in the development of reading.

C. Understanding of and ability to use appropriate techniques such as questioning strategies to stimulate thinking.

D. Understanding of and ability to teach various word recognition and word analysis techniques including phonetic generalizations, whole word techniques, context clues, syntax clues, and structural analysis.

E. Ability to assist young children to develop foundation skills such as auditory discrimination, letter sound correspondences, application of phonics, visual discrimination, and sight word recognition.

F. Ability to determine reading levels using multiple means to assess children's achievement; ability to develop a group profile and use results to individualize learning.

G. Understanding of reasons for reading difficulties and ability to use this knowledge in planning alternative reading opportunities.

H. Ability to use oral and silent reading appropriately.

I. Understanding of and ability to use major approaches to reading (whole language experience, individualized, basal, and eclectic).

J. Ability to integrate and reinforce reading readiness, pre-reading, and word recognition skills through all areas of the educational program.

VI. Mathematics

A. Understanding of and ability to teach the basic ideas and principles of mathematics.

B. Ability to identify and use problem solving strategies in mathematics related to young children's everyday experiences.

C. Knowledge of and ability to explain to young children the concepts of numeration, operations, fractions, decimals, graphing, probability and statistics, estimation, problem solving, and measurement.

D. Ability to identify error patterns in the mathematical thinking of young children and provide developmentally appropriate experiences to assist children in their understanding.

E. Ability to select, use, and develop materials, manipulatives, discovery activities, and laboratory experiences for demonstrating and developing children's understanding of mathematical concepts.

VII. Social Studies/History

A. Ability to plan and implement group activities involving young children in appropriate decision making and leadership experiences which develop social skills and peer relationship responsibilities.

B. Understanding of the function of government and the responsibilities of citizenship.

C. Ability to identify and apply social science data collection skills including gathering, organizing, analyzing, reporting, drawing conclusions, and decision making.

D. Understanding of and appreciation of diverse cultures, ethnic heritages, and languages; ability to implement an anti-bias educational program.

E. Ability to identify physical features of the earth, use maps, and describe the interrelatedness of economic, geographic, and social concepts at a developmentally appropriate level for young children.

F. Understanding of commonly known historical events, symbols, and historical figures and their impact on our society; ability to relate this understanding at a developmentally appropriate level for young children.

VIII. Science

A. Understanding of the relationship between science and technology, and the impact of science and technology on our society.

B. Understanding of and ability to model scientific inquiry as an approach to problem solving.

C. Understanding of physical and life science concepts as they relate to environmental conditions, conservation, and wise use of natural resources.

D. Ability to integrate science and other academic areas, particularly mathematics.

E. Understanding of scientific concepts; involve young children in hands-on exploratory activities; ability to use scientific instruments, to devise demonstrations and simple experiments and field experiences to which illustrate scientific principles, concepts, and laws.

F. Ability to integrate community resources in science learning experiences.

IX. Foreign Language (applies only to teachers of foreign language in grades preK-3)

A. Knowledge of the foreign language and ability to speak with a command of vocabulary and grammar, listen with understanding, read with comprehension, and write with clarity and precision at a level equivalent to that required of secondary foreign language teachers.

B. Understanding of the daily living patterns, history, geography, culture, customs, and achievements of the major countries in which the language is spoken.

C. Understanding of first language acquisition and development and its relation to second language learning among young children.

D. Understanding of the differences in the ways in which children, adolescents, and adults learn a second language.

X. Health and Safety

A. Understanding of and ability to apply biological, social, emotional, and environmental concepts that promote wellness and sound nutrition.

B. Ability to assist young children in developing decision making and interpersonal skills necessary to promote good health and personal safety.

C. Ability to use appropriate health appraisal procedures and to recommend referral when necessary.

D. Ability to administer first aid procedures in emergency situations.

E. Ability to identify hazards, assess risks, and take appropriate corrective steps in various settings.

F. Understanding of and ability to use basic safety procedures in dealing with accidents and disasters.

G. Ability to recognize signs of emotional distress and child abuse in young children.

I. Knowledge of basic health management needs of infants, toddlers, and young children with regard to communicable diseases and childhood illnesses.

XI. Physical Education

A. Understanding of the knowledge, skills, and attitudes that are goals of physical education to include physical fitness, coordination, rhythmic movement, and games; ability to implement learning strategies and assessments appropriate to the developmental level of young children.

B. Ability to use physical activities to promote respect for individuals, rules, equipment, fair play, safety, and cooperative play.

XII. Arts Education

A. Ability to use the arts to stimulate creativity and as a means of expressing ideas and using symbols.

B. Understanding of the developmental relationships between the arts and other areas of the curriculum; ability to integrate art, music, and drama with other areas of the educational program.

C. Ability to use experiences in the arts to build positive attitudes toward self and others.

D. Ability to use expressive techniques including pantomime, role playing, improvisation, rhythm, movement, and singing.

Guidelines

I. Knowledge and skills specified for teacher candidates in early childhood education will be developed in the general education core, the professional education core, and the major. Course work in the three areas will ensure knowledge of what is taught in programs for

young children, particularly language arts, reading, mathematics, social studies, and science, and the ability to apply the generic teaching knowledge and skills to the various educational program areas which facilitate basic literacy, social competence and thinking/problem-solving in young children.

II. Teacher education programs will enable teacher candidates to acquire knowledge and skills specified in human growth, development and learning; family involvement and community consultation; planning and facilitating development; communication and language arts; reading; mathematics; social studies; science; health and safety; physical education; and arts education. Many of these can be met in the general education core and academic major as well as in the professional education core.

III. The major, consisting of courses offered primarily by faculty from arts and sciences disciplines, will include in-depth study in one or more fields, will foster the ability to integrate knowledge across the disciplines, and will promote an understanding of the processes of inquiry and research. Enrollment in such a major will be open to students who are preparing for licensure in early childhood education and to students who are not. Options include the following:

A. An interdisciplinary major, which includes study in what is taught in early elementary grades (e.g., English, reading, mathematics, science, social studies, and foreign language) and which may be combined with study in other fields (i.e., psychology, cultural anthropology, and sociology) related to how young children learn in the context of their environment. Majors in liberal studies or American studies are particularly appropriate; other majors will be considered for approval.

B. An interdisciplinary major in human learning which draws upon fields such as psychology, sociology, cultural anthropology, biology, and child development and which focuses on how young children learn and develop in the context of their environment.

C. A major in a single discipline. Majors in child development, human growth and development, and developmental psychology are particularly appropriate; other majors will be considered for approval.

IV. Interdisciplinary majors will be carefully designed and coordinated by participating disciplines and accompanied by academic advisement for prospective teachers.

V. Programs will provide focused study of reading which will be included either in the major or in the professional education core.

VI. The utilization of computer technology as an aid to teaching will be included in the major or in the professional education core.

VII. Early childhood teachers who teach a foreign language will demonstrate knowledge and skills specified for teachers of foreign language in the language taught.

VIII. Teacher candidates will have internship or student teaching experiences in both preK-K and 1-3.

A. Teacher candidates will have field experiences involving a variety of settings which may include home-based, center-based, and public (or state approved) school-based settings. Such placements will be in sites sponsored by education agencies, other public agencies, or state licensed and/or nationally accredited private agencies. Teacher candidates will observe and/or be supervised by qualified practitioners experienced in early childhood programs.

B. All sites for the student teaching semester or full year internship must be approved as part of the regular teacher education program approval process. All sites will be evaluated on a continuous basis by the institution of higher education to assess their appropriateness and quality as student teaching or internship sites. Teacher candidates will be supervised by cooperating teachers and/or other licensed professionals who are qualified and experienced in early childhood programs.

IX. Because the early childhood education teacher teaches in settings for infants, toddlers, preschoolers, and children in early elementary grades, it is understood that the knowledge and skills in professional education standards will be adapted to meet the particular needs of the early childhood education teacher, especially regarding professional, ethical, and legal issues related to both school and non-school settings.

X. These standards reflect the broad nature of early childhood education and could provide a basis for defining the requirements of other related professional roles such as parent educators, care-givers, family advocates, and child life educators.

XI. Teacher candidates not previously licensed to teach, but who have completed an early childhood education or child development undergraduate or graduate degree program (B.A./B.S. or M.A./M.S), can be recommended for initial licensure if they have the knowledge and skills for the early childhood education (preK-3) endorsement area and have completed an enhanced student teaching semester or full year internship involving both preK-K and 1-3.

NOTE: The new requirements for early childhood education will become effective for initial and additional endorsements no later than May 1, 1995. Candidates completing approved programs earlier may be recommended by the institution of higher education for the early childhood education (preK-3) endorsement.

Additional Endorsement (to be added to Additional Endorsement Standards)

7. To add early childhood education (preK-3):

   a. If the candidate is endorsed in elementary education K-8 or 1-8, the candidate must have the knowledge and skills for the additional endorsement area and a field experience of no less than 160 contact hours in preK (for K-8) or both preK and K (for 1-8)

   b. If the candidate is endorsed in a special education area, secondary education area, art, music, health, or physical education, the candidate must have the knowledge and skills for the additional endorsement area and a field experience of no less than 160 contact hours in both preK-K and 1-3.

   c. If the candidate is endorsed in K-3 and completed a program approved by NAEYC and/or NCATE, the candidate is eligible to renew the license with the preK-3 endorsement beginning May 1, 1991.

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